

Progressions from Pathways to Apprenticeships Programmes, 2012/13¹

Background

Working in partnership with Sector Skills Councils and Further Education colleges, the Welsh Government (WG) introduced the Pathways to Apprenticeships (PtA) programme in 2009. The programme was an intensive one-year course that aimed to provide learners aged 16 to 24 with the skills and experience to progress onto an apprenticeship. The programme ran for five years and concluded following the 2013/14 academic year.

This statistical article presents data on the progressions of learners completing PtA programmes in 2012/13 and has been sourced from the Lifelong Learning Wales Record (LLWR). It forms an update to the statistical article released last year which presented data for the 2010/11 and 2011/12 academic years alongside an overview of the methodology developed by WG statisticians to measure learner progression.

Summary

- In 2012/13, 16 per cent of leavers completing PtA programmes progressed onto an Apprenticeship programme in the 12 months following the academic year. This compared with 14 per cent of leavers in 2011/12 and 13 per cent of leavers in 2010/11.
- Progression rates to apprenticeships were highest for leavers from the 'Science, Engineering & Manufacturing Technologies' (38 per cent), 'Plumbing' (26 per cent) and 'Agriculture, Horticulture and Land-Based Engineering' (24 per cent) pathways.
- A further 42 per cent of learners progressed onto either Foundation Apprenticeships or Further Education programmes at level 3.
- A quarter of leavers had no subsequent learning programme recorded.

Table 1 below shows the numbers of learners completing PtA programmes in 2012/13 split by pathway and subsequent learning programme.

Date of Publication: November 2014

Next update: Not a regular output

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¹ Notes on the use of statistical articles can be found at the end of this document.

Table 1: Numbers of learners completing Pathways to Apprenticeships programmes by pathway and subsequent learning programme, 2012/13

Pathway	Apprenticeship		Foundation Apprenticeship		Further Education (Level 3)		Further Education (Level 2)		Other Learning Programme		No Subsequent Programme Identified		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Agriculture, Horticulture & Land-based Engineering	15	24	*	*	20	35	*	*	*	*	15	27	65
Automotive Skills	5	5	50	34	20	15	15	9	5	4	45	32	145
Construction	15	6	100	41	*	*	90	38	10	3	25	10	240
Construction (Insulation & Energy Efficiency)	0	0	15	52	0	0	10	38	*	*	*	*	30
Creative & Cultural	0	0	0	0	5	50	*	*	0	0	*	*	10
Hospitality, Leisure, Travel & Tourism	15	14	*	*	55	43	5	5	*	*	45	36	125
IT & Telecommunications	5	6	*	*	40	53	*	*	5	8	20	24	80
Plumbing	25	26	15	14	20	19	*	*	*	*	35	36	100
Science, Engineering & Manufacturing Technologies	80	38	15	8	55	27	10	5	10	4	40	18	210
Sport & Active Leisure	5	7	*	*	20	31	10	12	*	*	25	40	70
Total	170	16	205	19	250	23	150	14	40	4	260	24	1,075

Source: Lifelong Learning Wales Record (LLWR)

Data on learner destination within 3 months of leaving is also collected via the LLWR. Table 2 below details the recorded destinations of the 260 PtA learners in table 1 with no subsequent learning programme identified.

Table 2: Numbers of Pathways to Apprenticeships leavers with no subsequent learning programme by pathway and destination, 2012/13

Pathway	Employment		Further Learning		Seeking Work / Unemployed		Other		Not Known		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
Agriculture, Horticulture & Land-based Engineering	5	35	*	*	0	0	0	0	10	59	15
Automotive Skills	10	17	5	15	20	41	*	*	10	22	45
Construction	*	*	10	32	*	*	*	*	10	48	25
Construction (Insulation & Energy Efficiency)	0	0	*	*	0	0	0	0	*	*	*
Creative & Cultural	*	*	0	0	0	0	*	*	*	*	*
Travel & Tourism	15	36	*	*	*	*	*	*	20	42	45
IT & Telecommunications	*	*	10	58	*	*	0	0	*	*	20
Plumbing	5	14	*	*	15	37	0	0	15	37	35
Science, Engineering & Manufacturing Technologies	5	13	20	50	0	0	*	*	10	32	40
Sport & Active Leisure	10	33	5	19	*	*	*	*	10	37	25
Unknown Pathway	*	*	*	*	0	0	*	*	0	0	*
Total	55	21	60	23	45	17	10	5	90	35	260

Source: Lifelong Learning Wales Record (LLWR)

Methodological Issues

Timing of analysis

To produce the analysis detailed in table 1, the cohort of leavers was matched to a freeze of the LLWR taken 12 months after the end of the academic year. So, if a leaver progressed to a subsequent learning programme after this period, the progression would not be reflected in the analysis.

To determine the impact of this issue, we have updated the analysis of learner progression detailed in the previous statistical article using freezes of the LLWR taken 19 months after the end of the respective academic years.

Table 3a: Updated progressions of learners completing PtA programmes, 2010/11

Pathway	Apprenticeship		Foundation Apprenticeship		Further Education (Level 3)		Further Education (Level 2)		Other Learning Programme		No Subsequent Programme Identified		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Automotive Skills	20	16	20	16	35	28	5	6	5	4	35	30	120
Construction	70	16	70	16	60	14	140	32	20	5	70	17	430
Hair & Beauty	20	6	20	7	180	60	20	6	10	3	55	18	305
Hospitality, Leisure, Travel & Tourism	*	*	0	0	30	46	5	7	*	*	30	40	70
Plumbing	15	23	5	8	15	22	*	*	*	*	30	40	75
Science, Engineering & Manufacturing Technologies	150	57	10	4	45	18	10	3	5	2	45	16	260
Total	275	22	125	10	370	29	180	14	45	4	265	21	1,255

Source: Lifelong Learning Wales Record (LLWR)

Table 3b: Updated progressions of learners completing PtA programmes, 2011/12

Pathway	Apprenticeship		Foundation Apprenticeship		Further Education (Level 3)		Further Education (Level 2)		Other Learning Programme		No Subsequent Programme Identified		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Agriculture, Horticulture and Land-Based Engineering	10	33	*	*	10	30	0	0	*	*	5	22	25
Automotive Skills	20	19	20	22	20	19	5	7	*	*	30	30	100
Construction	55	18	90	28	15	5	115	36	10	4	35	11	320
Hospitality, Leisure, Travel & Tourism	10	9	*	*	50	46	10	8	*	*	35	32	105
IT and Telecommunications	5	6	0	0	55	63	5	7	5	6	15	19	85
Plumbing	30	39	10	14	10	15	0	0	*	*	20	31	70
Science, Engineering & Manufacturing Technologies	125	53	10	4	35	15	10	3	*	*	55	23	240
Sport and Active Leisure	*	*	*	*	20	65	0	0	0	0	5	23	30
Total	260	26	145	14	215	21	150	15	30	3	215	21	1,010

Source: Lifelong Learning Wales Record (LLWR)

In summary:

- The proportion of learners who left a PtA programme in 2010/11 and progressed to an Apprenticeship increased from 13 per cent to 22 per cent. For 2011/12, the equivalent proportion increased from 14 per cent to 26 per cent.
- The proportion of learners who left a PtA programme but were not matched to a subsequent learning programme decreased from 25 per cent to 21 per cent in both 2010/11 and 2011/12.
- Overall, the proportion of learners progressing to an Apprenticeship, Foundation Apprenticeship or Level 3 FE programme increased from 53 per cent to 61 per cent in both 2010/11 and 2011/12.

Coverage of LLWR

This analysis is sourced solely from the LLWR. Hence, if a leaver progressed to a programme outside the coverage of the LLWR (for example, an apprenticeship in England) then the progression would not be reflected in the analysis.

Destinations

Table 2 shows that 60 leavers (23 per cent) where no subsequent learning programme was identified on LLWR have a recorded destination of 'Further Learning'. This appears to contradict the analysis underpinning table 1 but could indicate where learners progressed to programme outside the coverage of the LLWR. Further analysis would be necessary to identify and investigate these data-anomalies.

Completion, Attainment and Success

Table 4 on page 4 of this article detail learning activity completion, attainment and success rates for PtA provision delivered in 2012/13.

Completion, attainment and success are the key learner outcome measures for FE provision and the data detailed in this table is comparable with the sector benchmarks published in the [Learner Outcome Measures for Further Education, Work Based Learning and Adult Community Learning 2012/13](#) statistical first release (SDR 57/2014).

Evaluation Report and Next Steps

The PtA programme is currently undergoing evaluation. An [interim report](#) was published earlier this year and a final report is due for release in 2015.

We do not intend to release any further updates of the analysis detailed in this article.

Table 4: Learning activity completion, attainment and success rates for Pathways to Apprenticeships provision, by pathway and type of learning aim, 2012/13

Pathway	Type of learning aim	No. of completed learning activities	% Completion	No. of attained learning activities	% Attainment	% Success
Agriculture, Horticulture & Land-based Engineering	QCF Award/Certificate/Diploma	250	99%	220	88%	87%
	Key Skills/Essential Skills Wales	210	98%	205	98%	96%
	OCN credit(s)	15	*	15	*	*
	Other	155	99%	30	*	*
	All	625	98%	470	93%	91%
Automotive Skills	QCF Award/Certificate/Diploma	390	94%	380	98%	92%
	Key Skills/Essential Skills Wales	390	93%	360	92%	86%
	OCN credit(s)	65	96%	65	100%	96%
	Other	850	96%	695	99%	95%
	All	1,695	95%	1,505	97%	92%
Construction	NVQ ¹	20	*	20	*	*
	QCF Award/Certificate/Diploma	280	93%	265	95%	88%
	Key Skills/Essential Skills Wales	670	93%	610	91%	84%
	OCN credit(s)	195	97%	190	99%	96%
	Other	845	96%	560	97%	93%
	All	2,005	94%	1,645	94%	89%
Construction (Insulation & Energy Efficiency)	NVQ ¹	0	*	0	*	*
	QCF Award/Certificate/Diploma	40	*	35	*	*
	Key Skills/Essential Skills Wales	55	100%	55	98%	98%
	OCN credit(s)	45	*	45	*	*
	Other	40	*	30	*	*
	All	180	100%	165	95%	95%
Creative & Cultural	QCF Award/Certificate/Diploma	35	*	35	*	*
	Key Skills/Essential Skills Wales	25	*	20	*	*
	OCN credit(s)	*	*	*	*	*
	Other	5	*	5	*	*
	All	75	88%	70	93%	82%
Hospitality, Leisure, Travel & Tourism	NVQ ¹	15	*	15	*	*
	QCF Award/Certificate/Diploma	635	98%	625	98%	96%
	Key Skills/Essential Skills Wales	210	96%	195	94%	90%
	OCN credit(s)	115	98%	115	100%	98%
	Other	115	98%	30	*	*
	All	1,090	97%	980	98%	95%
IT & Telecommunications	QCF Award/Certificate/Diploma	145	87%	130	89%	77%
	Key Skills/Essential Skills Wales	290	88%	265	91%	81%
	OCN credit(s)	30	*	25	*	*
	Other	195	83%	150	98%	83%
	All	660	86%	565	92%	80%
Plumbing	NVQ ¹	120	92%	105	86%	79%
	QCF Award/Certificate/Diploma	215	94%	200	93%	87%
	Key Skills/Essential Skills Wales	345	91%	330	96%	87%
	OCN credit(s)	70	100%	70	100%	100%
	Other	155	96%	95	96%	95%
	All	905	93%	800	94%	88%
Science, Engineering & Manufacturing Technologies	NVQ ¹	240	93%	220	91%	85%
	QCF Award/Certificate/Diploma	275	93%	260	95%	89%
	Key Skills/Essential Skills Wales	860	94%	800	93%	87%
	OCN credit(s)	110	97%	110	98%	96%
	Other	425	93%	295	94%	88%
	All	1,910	94%	1,685	94%	88%
Sport & Active Leisure	NVQ ¹	75	88%	65	88%	77%
	QCF Award/Certificate/Diploma	155	89%	135	87%	77%
	Key Skills/Essential Skills Wales	135	92%	130	94%	86%
	OCN credit(s)	40	*	35	*	*
	Other	60	91%	30	*	*
	All	465	89%	390	89%	79%
All Pathways	NVQ ¹	475	92%	430	90%	83%
	QCF Award/Certificate/Diploma	2,430	94%	2,295	94%	89%
	Key Skills/Essential Skills Wales	3,220	93%	2,995	93%	87%
	OCN credit(s)	695	97%	675	97%	94%
	Other	2,845	95%	1,925	97%	92%
	All	9,670	94%	8,320	94%	89%

Source: Lifelong Learning Wales Record (LLWR)

¹ Includes QCF qualifications that directly replace NVQs

Further Information

1 Data Sources and Analysis Methodology

1.1 Data Sources

- Data on learners accessing FE and WBL provision across Wales is submitted electronically to the Welsh Government Department for Education and Skills (DfES) by learning providers via the Lifelong Learning Wales Record (LLWR).
- The LLWR comprises datasets based on learners, their learning programmes, their constituent learning activities and their ensuing awards. A learning activity, typically, is a specific qualification or course pursued by a learner. A learning programme is a group of related activities (and awards where applicable) such as a PtA programme.
- Further information on LLWR including user support manuals can be found at: [Welsh Government - Lifelong Learning Wales Record](#)
- Our statement of administrative sources, which also refers to this data source, can be found at: [Statement of Administrative Sources](#)

1.2 Analysis Methodology

- To measure progression from PtA programmes, a base cohort was initially defined. This cohort comprised all PtA programmes recorded as completed in a given academic year. The Unique Learner Identifier (ULI) codes of the learners completing these programmes were then matched against the entire LLWR to identify the learning programmes that each learner had undertaken following their PtA programme.
- In instances where a learner progressed to more than one subsequent learning programme, a hierarchy was applied which prioritised apprenticeships ahead of foundation apprenticeships ahead of FE programmes at levels 3 and 2 respectively.
- Note that this analysis is sourced solely from the LLWR. Hence, if a leaver progressed to a programme outside the coverage of the LLWR (for example, an apprenticeship in England) then the progression would not be reflected in the analysis.

2 Definitions

2.1 Terminology

- The term 'academic year' is used throughout this release to refer to the period 1 August to 31 July.
- The term 'learning activity' refers to a specific qualification or course pursued by a learner, for example, an NVQ or Key Skill. The term 'learning programme' refers to a group of related learning activities.

2.2 Cohorts

- The base cohorts underpinning tables 1, 3a and 3b comprise all learners recorded as completing PtA learning programmes in the respective academic year.
- The base cohorts underpinning table 2 comprise all learners recorded as completing PtA learning programmes in the respective academic year that have not been matched to a subsequent learning programme.
- The base cohorts underpinning table 4 comprise all learning activities undertaken as part of a PtA programme that were either expected to complete during the respective academic year or actually ended during the academic year but were expected to complete prior to it.

2.3 Pathways

- The subject area of a PtA programme is referred to as a 'pathway'.
- The 'Construction (Insulation and Energy Efficiency)', 'Cogent' and 'Creative and Cultural' pathways were introduced in 2012/13.
- Pathways are recorded as 'unknown' where information relating to the subject area has not been recorded on LLWR. Instances where the pathway is unknown are not detailed separately but are included in the total lines.
- Less than 5 learners completed the 'Cogent' pathway in 2012/13. Data for these programmes have been included in the total line.

2.4 Subsequent learning programmes

- The 'Apprenticeship' category includes Higher Apprenticeships.
- 'Further Education (Level 2)' and 'Further Education (Level 3)' programmes are defined as learning programmes where one of the constituent learning activities (excluding Key Skills and Essential Skills Wales qualifications) is at level 2 or level 3 respectively of the [Credit and Qualifications Framework for Wales \(CQFW\)](#).
- The 'Other learning programme' category includes FE programmes below level 2, WBL programmes other than Apprenticeships and Adult Community Learning (ACL) programmes.

2.5 Destinations

- Data on learner destination within 3 months of leaving the learning programme is collected via the LLWR. Under the terms of receiving European Social Funds for these programmes, providers must collect information of the destination of learners following learning. Percentages are quoted on the basis of all learners, regardless of whether destination was known or not.
- The destination 'Employment' includes self-employment and voluntary work.
- The LLWR submission guidance advises the use of the 'Other' category only in the following circumstances: pregnancy, long term sickness, death, custodial sentence or the learner has moved out of Wales.

2.6 Completion, Attainment and Success

- The completion rates shown in table 4 are calculated as the number of learning activities completed divided by the number of learning activities terminated (completed or withdrawn).
- The attainment rates shown in table 4 are calculated as the number of learning activities attained divided by the number of learning activities completed.
- The success rates shown in table 4 are calculated as the number of learning activities attained divided by the number of learning activities terminated.
- Learning activities that are deemed to be non-assessable (i.e. do not lead to an associated award) are excluded from the denominators of the attainment and success rate calculations.
- Learning activities recorded as either transferred or continuing are excluded from all calculations.

2.7 Early Drop-out

- Learning activities with an expected length of 24 weeks or greater that ended within 8 weeks of their start date without completing have been classified as early drop-outs and excluded from calculations.

3 Rounding and Suppression

All figures in this Statistical Article are rounded to the nearest 5 and therefore there may be apparent slight differences between the sum of the constituent rows/columns and the totals. Values greater than 0 but less than 5 have been suppressed and replaced with an asterisk. Percentages with a numerator between 0 and 5 have also been suppressed.

Notes on the use of statistical articles

Statistical articles generally relate to one-off analyses for which there are no updates planned, at least in the short-term, and serve to make such analyses available to a wider audience than might otherwise be the case. They are mainly used to publish analyses that are exploratory in some way, for example:

- Introducing a new experimental series of data;
- A partial analysis of an issue which provides a useful starting point for further research but that nevertheless is a useful analysis in its own right;
- Drawing attention to research undertaken by other organisations, either commissioned by the Welsh Government or otherwise, where it is useful to highlight the conclusions, or to build further upon the research;
- An analysis where the results may not be of as high quality as those in our routine statistical releases and bulletins, but where meaningful conclusions can still be drawn from the results.

Where quality is an issue, this may arise in one or more of the following ways:

- being unable to accurately specify the timeframe used (as can be the case when using an administrative source);
- the quality of the data source or data used; or
- other specified reasons.

However, the level of quality will be such that it does not significantly impact upon the conclusions. For example, the exact timeframe may not be central to the conclusions that can be drawn, or it is the order of magnitude of the results, rather than the exact results, that are of interest to the audience.

The analysis presented does not constitute a National Statistic, but may be based on National Statistics outputs and will nevertheless have been subject to careful consideration and detailed checking before publication. An assessment of the strengths and weaknesses in the analysis will be included in the article, for example comparisons with other sources, along with guidance on how the analysis might be used, and a description of the methodology applied.

Articles are subject to the release practices as defined by the release practices protocol, and so, for example, are published on a pre-announced date in the same way as other statistical outputs. Missing value symbols used in the article follow the standards used in other statistical outputs, as outlined below.

- .. The data item is not available
- . The data item is not applicable
- The data item is not exactly zero, but estimated as zero or less than half the final digit shown
- * The data item is disclosive or not sufficiently robust for publication



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